DOCUMENT RESUME

ED 349 366 UD 028 858

AUTHOR Weinholtz, Donn
TITLE Restructuring an Urban High School. Fastback 323.
INSTITUTION Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO ISBN-0-87367-323-9
PUB DATE 91
NOTE 39p.
AVAILABLE FROM Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 ($0.90 each, $0.75 for members).
PUB TYPE Collected Works - Serials (022) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Economically Disadvantaged; Educational Change; Educational Environment; *Educational Innovation; High Risk Students; *High Schools; Program Effectiveness; Public Schools; *School Restructuring; *Urban Schools
IDENTIFIERS *Cedar Rapids Community School District IA; Policy Implications; *Reform Efforts

ABSTRACT

This booklet challenges assumptions about the hopelessness of educational reform in urban high schools by presenting the stories of: (1) Theodore Sizer's Coalition of Essential Schools; and (2) Metro High School in Cedar Rapids (Iowa), a school that participates in the Coalition. Following an introduction, the Coalition of Essential Schools program is described, including a listing of nine common principles for the Coalition of Essential Schools and data on attendance, academic performance, discipline, and the pursuit of higher education; the success of Coalition schools is indicated. Another section describes the experiences, the students, the school climate, and the faculty of Metro High School, which joined the Coalition in 1985. A section on the school administrators describes what was originally supervision by three lead teachers and the current on-site principal who functions much as a lead teacher. A section on academics describes a curriculum that has focused on basic skills and practical electives with an increasing emphasis on accelerated academic coursework in recent years. Also described are Metro High School's "vocademics" program, which helps students explore career choices, and a report of data indicating positive outcomes at this school. A concluding section offers reflections on the Metro High School experience and final thoughts. Fourteen references are included. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

FASTBACK

323

ED349366

Restructuring an Urban High School

Donn Weinholtz

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
D. Berkson
Phi Delta Kappa
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

PHI DELTA KAPPA
EDUCATIONAL FOUNDATION

DONN WEINHOLTZ

Donn Weinholtz is dean of the College of Education, Nursing, and Health Professions at the University of Hartford. He formerly was on the faculty of East Tennessee State University's College of Medicine. Prior to Tennessee, Weinholtz served on the faculty of the University of Iowa's College of Education in the Instructional Design and Technology Program. At Iowa, Weinholtz was actively involved in the College of Education's Holmes Group efforts at restructuring the teacher education program. He also served as the college's liaison with the Coalition of Essential Schools and with Cedar Rapids Metro High School, the subject of this fastback.

Weinholtz received his B.A. in history from Dickinson College and his master's in social studies education from Shippensburg University. He taught American history and social psychology at Chapel Hill High School before completing his Ph.D. at the University of North Carolina in the School of Education's Division of Organizational Development and Institutional Studies.

Weinholtz publishes regularly on instructional design, qualitative research, and health professions education topics. He is currently the editor of *Professions Education Researcher Quarterly* for Division I of the American Educational Research Association.

Series Editor, Derek L. Burleson

Restructuring an Urban High School

by
Donn Weinholtz

Library of Congress Catalog Card Number 91-62120
ISBN 0-87367-323-9
Copyright © 1991 by the Phi Delta Kappa Educational Foundation
Bloomington, Indiana

This fastback is sponsored by the Sinnissippi Illinois Chapter of Phi Delta Kappa, which made a generous contribution toward publication costs.

The chapter sponsors this fastback to honor its membership, whose vision, service, and leadership have enabled this chapter to achieve excellence.

Table of Contents

Introduction 7

The Coalition of Essential Schools 9

Cedar Rapids Metro High School 14

- Students 15
- School Climate 16
- Faculty 19
- Administrators 21
- Academics 25
- Vocademics 26
- Results 27

Lessons to Be Learned from Metro 29

Final Thoughts 36

References 37

Introduction

In a 1988 *Phi Delta Kappan* article, Gene Maeroff told the sad and compelling story of many of America's big-city high schools. He commented:

> My visits to urban high schools across the country showed them to be large, impersonal places in which students lack a sense of belonging and see no connection between what they are asked to do in the classroom and the world that awaits them outside the school. I found the atmosphere in such schools often unsupportive of education and the demands and expectations low. Students say that they are unmotivated and that they see no reason to attend school, except that there is little else to do with their time. (p. 634)

Given the profound social and economic problems plaguing so many of our cities, it is easy to assume that the obstacles to good education within urban schools are insurmountable. This fastback challenges such an assumption by presenting two stories: first, the story of Theodore Sizer's Coalition of Essential Schools, a school restructuring effort with a message and strategies appropriate for the full range of American secondary schools; and second, the story of Metro High School in Cedar Rapids, Iowa, a school that participates in the Coalition of Essential Schools and consistently engages urban, "at-risk" students in an impressive education.

Most of the materials used to compile this account were collected during a four-year period in which I served as the University of Iowa

College of Education's liaison to the Coalition of Essential Schools. In this capacity, I helped to introduce Metro and the Coalition to each other. I also attended three Coalition of Essential Schools symposia, made many visits to Metro for classroom observations, attended four Metro staff retreats, reviewed the full collection of Metro historical documents, and conducted 20 audiotaped interviews with Metro faculty and students.

All schools change; but flexible, innovative schools tend to change faster than their more tradition-bound counterparts. By the time I had completed writing this fastback, Metro already had developed beyond what is described here. Some of the staff had changed, some existing programs had been altered, and some new programs had appeared. However, the core values and practices that make Metro an "Essential School" have remained constant; and they will do so into the future. In that regard, little has changed.

The Coalition of Essential Schools

In 1984 Theodore Sizer, a former dean of Harvard's Graduate School of Education and the newly appointed chair of Brown University's Department of Education, published a highly acclaimed book, *Horace's Compromise: The Dilemma of the American High School* (1984). In it Sizer presented case material from schools he and his staff had visited across the United States. While acknowledging that the unfavorable conditions he encountered were most commonly found in inner-city schools serving students from low-income families, Sizer charged that students in high schools throughout the nation were intellectually unchallenged. He also argued that teachers were overworked, often with trivial, mind-numbing tasks. Somehow, the key players in the American high school, the students and the teachers, were both coming out losers. Responding to this dilemma, Sizer called for dramatic change and concluded *Horace's Compromise* with "five imperatives" for better schools:

1. Give room to teachers and students to work in their own appropriate ways.
2. Insist that students clearly exhibit mastery of their school work.
3. Get the incentives right, for students and for teachers.
4. Focus the students' work on the use of their minds.
5. Keep the structure simple and thus flexible.

Soon after publishing *Horace's Compromise*, Sizer and his colleagues from the collaborative research effort called "A Study of High

Schools" further elaborated their ideas for school reform in a prospectus for an organization called the Coalition of Essential Schools. The prospectus contained a plan for a nationwide partnership of schools organized around nine common principles:

1. The school should focus on helping adolescents to learn to use their minds well. The school should not attempt to be "comprehensive," if such a claim is made at the expense of the school's central intellectual purpose.

2. The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that students need, rather than by "subjects" as conventionally defined. The aphorism "Less Is More" should dominate; curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content.

3. The school's goals should apply to all students, while the means to these goals will vary as the students themselves vary. School practice should be tailor-made to meet the needs of every group or class of adolescents.

4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be made toward a goal that no teacher have direct responsibility for more than 80 students. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time, and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.

5. The governing practical metaphor of the school should be student-as-worker rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.

6. Students entering secondary school studies are those who can show competence in language and elementary mathematics. Students of traditional high school age but not yet at appropriate levels of competence to enter secondary school studies will be provided intensive remedial work to assist them quickly to meet these standards. The diploma should be awarded upon a successful final demonstration of mastery for graduation – an "Exhibition." This Exhibition by the student of his or her grasp of the central skills and knowledge of the school's program may be jointly administered by the faculty and by higher authorities. As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of "credits earned" by "time spent" in class. The emphasis is on the students' demonstration that they can do important things.

7. The tone of the school should explicitly and self-consciously stress values of unanxious expectation ("I won't threaten you but I expect much of you"), of trust (until abused), and of decency (the values of fairness, generosity, and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized, and parents should be treated as essential collaborators.

8. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.

9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of 80 or fewer pupils, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per-pupil cost not to exceed that at traditional schools by more than 10%. To accomplish this, administrative plans will inevitably have to show the phased reduction or elimination of some services now provided students in traditional comprehensive secondary schools (Coalition of Essential Schools 1985).

Diversity would be maintained within the Coalition because member schools would develop their own particular approaches for implementing the nine principles. However, adherence to the spirit of each of the principles would be mandatory in order to provide the Coalition with a unifying theme.

The call for creating the Coalition was well received. By January 1988, there were 51 essential schools located in suburban, urban, and rural settings across the United States, and an additional member school in Canada. Thirty-two of these schools were public institutions, 20 were private or religiously affiliated. The schools varied in size from fewer than 500 students to more than 1,500 students. Some members were pilot programs within schools (*Horace*, January 1988).

In 1988 the Coalition joined with the Educational Commission of the States in a national initiative called Re:Learning, through which state governments could support reforms in at least five Coalition schools. Re:Learning also created opportunities for states to develop policy options that would nurture reform. By May 1991 the combined Coalition/Re:Learning effort involved 98 schools, with an additional 68 schools involved in networks with Coalition schools or exploring their options for joining (Coalition of Essential Schools 1991).

In November 1989, five years from its inception, the Coalition released some preliminary figures on student performance in essential schools (*Horace*, November 1989). The figures included data on four measures:

1. Attendance and Dropout Rates. Coalition schools outperformed other schools in their area on this measure. For example, in 1988-89 the Central Park East Secondary School in New York City had a 91% attendance rate and a 0% dropout rate, compared to the New York City Public Schools official attendance rate of 79% and dropout rate of 26.8%. Hope Essential School in Providence, Rhode Island, had an 87% attendance rate for 1986-88 and a 9% dropout rate, compared to Hope "regular" High School's 78% attendance rate in 1988-89 and the city's official dropout rate of 44.9% in 1987-88.

2. *Academic Performance.* Not only did Coalition schools outperform other schools on this measure, but many also improved the performance of their own students after participating in the Coalition. For example, students at Thayer High School in Winchester, New Hampshire, scored in the 49th percentile on the California Achievement Test in 1986, before the school joined the Coalition. In 1988, students scored in the 58th percentile.

3. *Discipline.* At Pleasure Ridge Park High School in Kentucky, where the Essential School students constituted 20% of the junior class in 1986-87, they generated only 14% of junior class disciplinary referrals to the assistant principal's office. At Westbury High School in Houston, where the Essential School students constituted 14.5% of the school population in 1988-89, they generated only 3.75% of disciplinary referrals to the assistant principal.

4. *Pursuit of Higher Education.* At Hope Essential School, 90% of the 1988-89 graduates went on to higher education, compared to 45% of the regular Hope High School graduates. At Thayer High School, 55% of the 1988-89 graduates went on to higher education, compared to only 10% in 1981 before Thayer joined the Coalition.

More comprehensive reports on the performances of Essential Schools will be forthcoming through an extensive evaluation now under way. Still, it seems fair to say that the early data suggest that student academic achievement within Essential Schools is improving dramatically. Interestingly, faculty from these schools claim that they have never worked harder. However, they also report that their teaching is more stimulating and rewarding than it has ever been.

Such are the encouraging reports coming from the Coalition of Essential Schools. To better understand the Coalition's possibilities, let's now examine, in some detail, one member school, Metro High School in Cedar Rapids, Iowa.

Cedar Rapids Metro High School

Oak Hill is a neighborhood of small, slightly run-down, frame houses. It is bordered by a large iron works and a meat packing plant. A few hundred yards from the railroad tracks that separate the homes from the iron works and packing plant is the two-story, brick building that houses Metro, Cedar Rapids' alternative high school. Metro's exterior has a modern look, making it somewhat incongruous with its surroundings. However, the building is hardly as impressive as the facilities found at Cedar Rapids' three other high schools. Metro, in fact, looks more like an oversized elementary school (which it once was) than a high school.

In spite of appearances, Metro is not only a high school, but an outstanding one. Metro was chosen by the U.S. Department of Education as an exemplary school in the Department's 1984-85 school recognition program. In 1990 the state of Iowa declared Metro to be one of its premier high schools.

Cedar Rapids, like any other U.S. city, has substantial numbers of students who lead troubled lives and perform poorly in school. Their difficulties are tied to economic hardship, serious family problems, personality disorders, criminal activity, drug or alcohol dependency, learning disabilities, sheer disenchantment with school, or combinations of these factors. Such students often drop out of school. When in school, they frequently pose a drain on the day-to-day operations.

Metro is Cedar Rapids' most visible response to troubled students and their special needs. In 1974, Metro began helping dropouts between the ages of 14 and 21 to meet the same graduation requirements as other students in the Cedar Rapids Community School District. The school originated in an old firehouse on Cedar Rapids' southeast side. Three teachers and 40 students made due with whatever tables, chairs, boxes, books, and materials that they could commandeer. In 1978 a second Metro campus appeared on Cedar Rapids' southwest side, and the two campuses merged in 1982.

Metro joined the Coalition of Essential Schools in 1985. A major part of the school's attraction to the Coalition was the fact that Metro already was pursuing many goals consistent with the Coalition's nine principles. Also, faculty and staff believed that additional exploration and pursuit of the principles could only further improve Metro's program.

Students

Today, Metro is attended by approximately 560 students from ninth to 12th grade, including about 80 students enrolled in a high school equivalency program leading to a GED certificate through Metro's Learning Center. The racial breakdown is approximately 88% white, 9% black, and 3% other ethnic groups.

Whether hanging out at the school's front entrance or clustered en masse smoking in a rear breezeway, Metro students are a more intimidating looking group than you'll find at most high schools. Their language is often strong, and their clothing runs more toward the biker look than the preppy scene. While some of the outward appearance is just adolescent posturing, much of it reflects real social and economic hardships that are difficult for many middle-class individuals to understand. These hardships, combined with most of the students' poor previous academic records, tend to give Metro a tarnished reputation in spite of its publicly recognized accomplishments.

Metro students willingly share how they came to Metro thinking that it was going to be a "bad school," only to find a very different place than they had expected. One boy's first impression echoes the concerns of many.

> I walked in the front gate the first day of school and I about freaked. I didn't know how I was going to make it through this. I saw that guy with "Animal" written on the back of his jacket. I took one look at him and thought, "Oh shit. It's going to be a wonderful year."

Metro's student body consists primarily of teens struggling with big problems. An "us against them" attitude prevails when Metro students discuss their relationships with faculty and administrators at their former schools. They gleefully elaborate on the old thrills of skipping school, mocking the system, and punishing teachers.

However, at Metro most of these students undergo a substantial change in attitude. They speak openly and favorably regarding their Metro experiences. While candid in their complaints about some rules, a few teachers, the lack of color pictures in Metro's yearbook, the absence of athletic teams, etc., the students clearly cherish their new environment and repeatedly draw contrasts with their experiences in conventional schools:

"They treat you more like adults here than they do at other schools."

"You're somebody down here. You're not a number."

"Here every student has an advisor and each advisor has only about 10 advisees. At my old school you had to wait at least a week to talk to a counselor."

"Students are a lot more friendly here. You aren't intimidated by the label image. There are no cheerleaders and football stars here. You really fit in no matter what you wear or how you walk or talk."

School Climate

A major reason for this change in attitude is the climate promoted at Metro. There is an extraordinary emphasis on maintaining an order-

ly and caring environment. Positive reinforcement is pervasive, as is the notion of individual responsibility. Behavioral expectations are made explicit to students on entering the school, and these expectations are reinforced daily. The new student is informed that being a member of the Metro community means:

- Being involved and productive. Attending school at designated times, attending classes while at school, and not leaving the building during the school day.
- Being physically and mentally prepared to participate in classes; avoiding use of drugs or alcohol before or during school.
- Respecting others and their property; engaging in neither fighting nor harassing.
- Respecting the Metro building and other school property, keeping the building clean by picking up lounge areas, disposing of garbage in appropriate places, and smoking only in designated areas.
- Displaying a positive image of oneself as well as a positive image of Metro to others, including responsible driving in the neighborhood, use of appropriate language, and cooperation with Metro's neighbors.
- Having visitors check in prior to attending classes.
- Having one's day-care and pre-school-age children attend Metro's Parent-Child Center while attending class.
- Acting as a responsible adult striving to accomplish personal goals while continuously displaying personal pride and respect for Metro (*Metro High School*, 1988).

The faculty and staff take the stated expectations very seriously and quickly alert students to what is acceptable and unacceptable personal behavior. Discipline problems are treated on an individual basis, and conflict resolution techniques are explicitly modeled for students.

A positive attitude is made tangible through continuous public displays. Students' work is exhibited in classrooms. There are adver-

BEST COPY AVAILABLE

tised awards for improving grades and improving attendance. Special "Star Awards" are given in community meetings to students excelling in selected activities. "Thumbs Up" fliers are given to students with personal messages to keep them interested and motivated during tough times. Metro's newsletter, which is sent to all parents and guardians, focuses on positive individual and group achievements. The three graduation ceremonies per year include personal testimonials by two staff members on the accomplishments of each graduate.

These graduation testimonials touchingly illustrate the bonds that develop between Metro's students and their teachers. At a recent graduation, Diane Lewis, co-director of the Metro Day-Care Center, spoke about one of her students.

> Sonda is a very special person to me. . . . Her two children have been in day care with us while she has been at Metro; and in watching them growing up over the last four years, I've come to realize that Sonda is a very loving parent. . . . She's possibly going to go to Kirkwood [Community College], and eventually hopes to work with teenagers. . . . About her experience at Metro, she wrote, "I learned how to work with others. I learned how to do anything I try. I learned that you don't have to fight to get what you want."
>
> These are things that Sonda said she learned at Metro. She came to us as a spitfire little gal, and now she leaves us as a loving, caring, mature young woman. We love her to pieces, and we're going to miss her.

Social studies teacher Carolyn McMann's testimony for one of her students shows the good-natured humor that permeates most of what occurs at Metro. Taking the podium microphone, McMann announces that "Carl insisted that he wanted me to speak at his graduation."

> Carl has one characteristic that none of us here will ever forget. He drives us nuts! In fact, he has driven us so crazy that we tried to spring him last term, but he wouldn't go. So, he got pushed back to this term.
>
> Carl knows why he drives us crazy. It's because he asks those questions, those awful questions. In my economics class Carl was always

three questions ahead of my lesson plan. Suddenly Carl thinks, and his thinking is not always in a straight line. He makes our heads spin a bit. He causes us to think in less rigid ways. And that is what is fascinating about him.

Carl has decided to make his fortune in the stock market, but prior to that he will be going to Marine basic training, and then on to advanced training in electronics. I'm not sure the Marines will always appreciate his divergent thinking and his questions, but I urge him never to stop asking those questions.

Carl, I shall truly miss you, but please don't come back next fall.

Carl gave McMann a big hug and walked back to his seat. And so it went throughout the evening, with 36 graduates receiving recognition and personal messages of encouragement. Except at their weddings and funerals, most people go through their entire lives without this much public attention. At Metro, every graduate gets it.

Faculty

Although this section focuses on Metro's faculty, it is important to recognize that within the school such other staff members as the secretaries and the custodial staff play an important and acknowledged role.

Maintaining Metro's distinctive atmosphere requires a highly committed faculty and an approach to school governance that nurtures faculty commitment. Turnover is low, but only particular types of individuals are ever seriously considered for the 31 faculty positions. Metro's principal, Mary Wilcynski, described them:

> By and large the people who get hired here are those who are pretty competent and capable in their own lives and incredibly consistent and committed to special education. They are here because they are convinced these kids deserve some options and opportunities. . . . With that comes the attitude that whatever a kid says or does should not be taken personally, unless it is a compliment. . . . Faculty here have

to have confidence and have a real ability to deal with tough situations, real hard-life situations.

Undeniably, Metro's faculty exhibits a certain savvy in their dealings with troubled kids. However, Metro tends to attract teachers with mainstream values regarding what is right and wrong. As a group, they show a strong commitment to hard work and a firm belief in freedom of opportunity. One thing that seems to set Metro's faculty apart is the fact that they take their values so seriously, that they are willing to try to model and promote them among students on whom others have given up. In that regard, (and most of them might cringe at the use of this term) they operate as "missionaries" spreading a gospel of hope among those considered by too many to be hopeless. According to this gospel, believing in yourself and hard work yields rewards. To get students on the right path and to keep them there, the faculty confronts students with reasonable demands, sincere interest in each individual, and a steady stream of praise for jobs well done.

Critical to the faculty's commitment is the sense of ownership of the school fostered by Metro's dedication to consensus decision-making. Science teacher Carl Means talked about the total participation that teachers experience, and of the costs associated with it.

> It's great that you feel a part of a family, that you belong to an organization that allows you to have some say in what's going to happen to you and how it's going to happen. Collectively we could, if we wanted to, probably demand a voice in almost anything.
>
> Still, it can get burdensome. . . . At times you just sit there while you are grinding through some decision making that takes an hour and a half, and you knew that this was going to happen. You just had a feeling in the beginning. Going through the process is so time consuming. I don't think I've ever been in an organization, even church, where there was such a commitment to consensus decision-making. It's not democratic, where we vote on everything. That only happens on really tight issues. For the most part, everybody has an opportuni-

> ty to have some say. . . . It is truly unique. I've been in a lot of schools and I've had some administrative experience, and nothing was ever like this.

Consensus decision-making demands time. At Metro, time primarily comes on Fridays, when regular classes are not held and students do not come to school. Fridays are reserved for staff meetings addressing strategies for dealing with specific student problems, for developing upcoming events and new programs, for staff visits to students' homes, and for follow-up staff meetings after the home visits. Tuesday afternoons also are set aside for regular staff meetings. Occasionally, additional staff meetings are convened for discussing urgent disciplinary matters.

All of this meeting time and planning time ensures that Metro's faculty shares a great deal of information. At Metro, teachers regularly cross departmental boundaries. Six major "School Improvement Plan Committees" focus on: 1) the school's curriculum, 2) mastery teaching and mastery learning, 3) assessment, 4) student self-esteem and personal development, 5) adolescent pregnancy prevention and student health services, and 6) school-to-work transition. All faculty members serve on one of these six committees. Some also serve on a school budget committee, a staff selection/interview committee, and a leadership team committee. The entire set of committees is coordinated by the leadership team committee, which consists of the school's administrators and interested faculty members.

Administrators

Metro's "administrators" have always been unorthodox. For many years the school had no on-site building principal. Instead, a central administration official or a principal at another Cedar Rapids high school served as the titular principal, while the real day-to-day administrative responsibilities fell to a troika of "lead teachers." The three lead teachers convened meetings and floated around the build-

ing helping to solve problems. Eventually, it was decided that Metro needed its own on-site principal. One of the lead teachers, Mary Wilcynski, was promoted to that position. She still functions as a lead teacher but with substantial additional responsibilities. The two remaining lead teachers, Jack Garry and Scott Bryan, shoulder responsibilities somewhat akin to those of an assistant principal and a head counselor.

A rich feel for the manner in which Metro is administered can be obtained by attending a Metro staff meeting. One such meeting, held in the school library on a Friday morning, provided an illustration. With the entire faculty seated facing each other in a rectangular configuration, Wilcynski stood before a chalkboard listing the group's agenda. She facilitated the morning's discussion. The meeting started with "Positives," as people volunteered good news about various students' performances. Next came decisions on a series of issues listed under the heading "Student Concerns." These constituted the morning's major agenda items.

First among the concerns was the "Hit List." These students were those perceived by the staff to require urgent and strong actions. The stars of the "Hit List" this particular morning were two boys we will call Tim and Bruce, who had been in a fight on school grounds. The case histories of both boys were carefully reviewed with knowledgeable faculty members contributing pertinent facts. The boys' advisers were the prime contributors, but many people had information to share. Tim and Bruce were both acknowledged to be alcoholics; and based on witnesses' accounts, both were judged to share blame for the fight, although Tim was recognized as having been the greater immediate provocateur. Also, Bruce's impressive recent progress in school was discussed.

The possibility of suspending both boys was explored; but an alternative plan, designed to ensure both Tim's and Bruce's best interests, gradually emerged. Tim would be assigned to the morning session and Bruce to afternoon classes. The seriousness of the boys' situation would

be discussed with each boy individually by Mary and the boy's adviser. Then Wilcynski and the advisers would meet with both boys together. The staff's intolerance of any future fights would be made clear. Finally, efforts to help each boy with outside problems would be initiated.

The discussion of this topic alone took nearly one hour. Wilcynski periodically contributed insights and information to the discussion, but primarily inserted an occasional summary or asked such questions as, "Does that make sense? Should we do that?" These remarks further stimulated extensive comments by the group. In spite of the fact that there were other agenda items to be covered, this particular problem was viewed as important enough that it should not be rushed. Discussion was not closed until all participants seemed satisfied with the plan that emerged. Even so, a follow-up meeting was scheduled for three o'clock that afternoon so all staff closely involved with Tim and Bruce could further examine the plan as well as any new events that had emerged during the day.

After this case was resolved, the staff moved on to a discussion of the backgrounds and particular needs of several new students. Then they discussed students beginning to experience some trouble who might benefit from some immediate support. These students were designated for the "Touch List." The floor was open to the entire staff to provide the names and perceived needs of such individuals. In a brief time, plans were worked out among appropriate faculty as to how to help these students, This, in turn, was followed by a series of announcements regarding upcoming events.

Then Wilcynski asked faculty member Craig Aldrich to introduce a guest speaker, whose visit he had arranged. The lecture and discussion that followed lasted about an hour. It dealt with some prescriptions from leadership theory consistent with arguments for adopting coaching as an instructional strategy. Through their membership in the Coalition of Essential Schools, the Metro staff had begun an ongoing examination of coaching and various other strategies endorsed by the Coalition.

This was a typical Friday morning at Metro. Instead of "running" a meeting, the principal coordinated a set of discussions and an activity that arose out of faculty perceptions of the school's needs. Metro has been administered in this sort of fashion for more than 15 years. The staff's role in running Metro results in great pride and commitment, which is not lost on the students. It is what enables the entire school to take on its community atmosphere.

Structure is provided by the School Improvement Plan Committees. Through these committees, faculty bring to their colleagues proposals regarding curriculum and other areas deemed important. However, plotting Metro's future course is not left to the staff alone. Students and others are pulled into the process. The preamble to a "School Improvement Plan" illustrates how things are done.

> At an all-school community meeting in March, students generated lists of positive aspects about Metro, areas that needed improvement, and ways to implement those improvements. Those ideas were carefully studied by the staff. In May, the Metro staff evaluated the school year and a list of goals for the upcoming school year. At a following meeting the staff established objectives for each goal. A meeting was held at Metro in late May, at which time the proposed School Improvement Plan was shared with interested parents, group home staff members, and probation officers. Their ideas were incorporated into our plan. (*Metro Secondary School Improvement Plan 1984-85)*

Metro's administrators and staff have always attempted to maintain close ties with the surrounding community. Incorporating community input into the School Improvement Plan is one illustration. Another is provided by an advisory group of 24 individuals that Mary Wilcynski involved when Metro was exploring the possibility of developing a school-based health clinic. While several Metro faculty and a few Cedar Rapids Community School District officials served on the advisory group, the membership was composed predominantly of local community volunteers, clergy, and health professionals. The plan that was eventually implemented, involving the hiring of

an on-site nurse practitioner coordinating services with a nearby hospital, clearly reflected the advisory group's input.

Academics

Metro offers all courses needed to meet the diploma requirements specified by the Cedar Rapids Community School District, using split morning and afternoon sessions. Given Metro's student body, the curriculum has focused primarily on basic skills and practical electives rather than on accelerated academic coursework. However, an increasing number of students are pursuing more advanced academic interests through electives and the inclusion of more challenging materials within basic courses. Metro's membership in the Coalition of Essential Schools has provided the stimulus to develop a more intellectually oriented academic program. The Coalition's focus on challenging students to use their minds fully and its emphasis on teaching as "coaching" and on using "mastery exhibitions" for assessment have provoked ongoing discussion and committee investigations by Metro faculty.

At Metro, students do not receive grades but are awarded from zero to five credits per class taken each trimester. Attendance, work performance, and in-class behavior often serve as criteria for awarding credit. Teachers write narrative evaluations for each student at the end of the trimester. The narrations include descriptions of the student's achievements, a rationale for the credit earned, and suggestions for additional coursework.

The academic program is tied closely to an advising system in which each teacher advises 15 to 20 students, counseling them on their academic needs and personal lives. Each Friday teachers receive updated information about their advisees' school attendance and behavior. This information serves as the basis for discussion during the Friday home visits made by each teacher. Teachers hold mid-term meetings with each advisee to discuss progress and to establish goals for the second half of each trimester.

A one-week, intense orientation program is required of all new students. The program introduces students to Metro and permits collection of information regarding students' self-esteem and behavior, as well as their reading, writing, and computation ability.

Prior to graduation, students complete a competency-based "Preparing to Graduate" class. "Prep to Grad" extends over two trimesters and includes 12 competence areas, ranging from reading and writing to citizenship and parenting. The competencies are stressed during a student's entire time at Metro, but "Prep to Grad" allows for a final verification of achievement.

Vocademics

One distinctive aspect of Metro's curriculum is its "vocademics" program. Metro is dedicated to helping its students explore career choices while improving their self-concepts, job skills, and academic skills. Where possible, the vocademic programs incorporate math, reading, writing, problem-solving, and science instruction. Thus, Metro's vocational program remains consistent with the Coalition of Essential Schools' intellectual focus.

The vocademic program includes Metro's Bake-a-teria, Laundry, Day-Care Center, Bicycle Repair Shop, and Clock Factory. The Bake-a-teria involves 30 students in the operation of a bakery, a catering service, and a restaurant. The Laundry provides towel service for the school district's secondary schools. The Day-Care Center provides child care for student and faculty children, while offering occupational training to interested students. The Bicycle Repair Shop does exactly what its name indicates, and in the Clock Factory students design and build clocks from scratch.

Additional vocational training outside of Metro is facilitated by two full-time staff, who help to find jobs for and then monitor the performance of more than 100 students each trimester. Some students participate in mini-internships in which they try jobs in local busi-

nesses without pay. Other students attend vocational classes at nearby Kirkwood Community College.

Results

One cannot judge Metro's effectiveness using criteria adopted for most secondary schools. Standardized achievement tests, such as the Iowa Test of Educational Development, are optional at Metro and are taken by only a few interested students. Nor do many students take either the ACT or SAT exams for entrance into college. Thus, Metro must be judged according to criteria specific to the needs of its student body.

Of those students entering Metro who have attended high school elsewhere, almost 50% have not accumulated any high school credits at all. Even those Metro students who have earned some previous credit usually have failed two or more courses at their previous schools (*Metro Secondary School: A Research Report 1974-1982*). Enticing such students to attend school at all is a major accomplishment, but Metro accomplishes more. Its students average approximately 14.9 earned credits per trimester, placing them (as a group) on a four-year graduation track. This is a slower progress rate than at Cedar Rapids' other secondary schools, but the students' improvement in comparison with their performance in conventional schools is clear.

A survey of 989 Cedar Rapids high school students, of whom 168 attended Metro, indicated that Metro was very successful in changing these students' attitudes toward school. The survey of all four of Cedar Rapids' high schools assessed students' attitudes about: 1) teacher helpfulness, 2) counselor helpfulness, 3) treatment of students by the administration, 4) adequacy of the curriculum and quality of teaching, 5) co-curricular activities and participation in school life, and 6) general satisfaction and pride in school. Metro students reported attitudes substantially more positive than those of the other three high schools on the administration, teachers, curriculum, and counselor measures. Metro students also expressed attitudes equal to those of

students in the highest-rated conventional school on the school pride and participation measures (McGee 1982).

Metro graduates approximately 75% of its seniors each year. This constitutes anywhere from 10% to 15% of its almost 400 departing students. Roughly 15% to 20% of the departing students transfer back to Cedar Rapids' conventional high schools, and approximately 15% to 20% move from the district. Another 10% to 15% join the military, withdraw from school to begin employment, or begin some form of residential treatment for personal problems. The remainder (15% to 20% for any given year) depart with no indication of any positive outcome. A few of these students may end up in jail. Many simply drop from sight and lose contact with the school. Some others return at a later date to try again.

The positive outcomes demonstrated by the majority of Metro's exiting students are a testament to the school's success. It cannot be stressed too heavily that Metro's students are the hard core among Cedar Rapids' problem students. Yet, a striking number turn things around at Metro, either graduating, remaining to pursue further studies, returning to a conventional school, or finding gainful employment.

Lessons to Be Learned from Metro

What might other urban schools learn from Metro? The Coalition of Essential Schools' "nine common principles" provide some help in answering this question. Metro observes the Coalition's principles, continually striving to better fulfill them.

Schools should focus on helping adolescents to use their minds well.

Metro's staff is dedicated to helping students use their minds well and have zeroed in on the the most critical factor necessary to meet this objective: addressing the emotional barriers that have prevented Metro's students from reaching their true potential. What can other urban schools learn from Metro in this area? As a start, they might acknowledge that many of their students also suffer from emotional blocks that inhibit learning and then begin rigorously practicing positive reinforcement in order to overcome these blocks.

Metro has shown that judicious and persistent use of positive reinforcement can work wonders with students on whom others have given up hope. To do so, the reinforcement must exist at several levels. Star Awards, newsletter recognition, repeated smiles and pats on the back all have their places; but they alone are insufficient. More fundamental reinforcers are required.

Metro's faculty wisely recognized that students are most powerfully reinforced by making obvious progress toward realizable goals. The decision to abandon the traditional grading system in favor of

a "credit-given-for-credit-earned" system (accompanied by narrative teacher evaluations of student performance) was a bold stroke in creating a reinforcement-based school.

It is noteworthy that Metro's credit system appeared in an alternative school, which made no claims to being a "comprehensive" secondary school. Metro was neither tradition-bound nor claimed to be all things to all people. Its staff was free to identify conditions necessary to promote learning. Here, too, is a lesson for conventional urban schools. As long as a school attempts to be a multi-purpose service center catering to the full range of academic, social, and vocational needs, competing priorities will distract the faculty and administration from rigorously examining their central teaching mission (Powell et al. 1985).

The school's goals should be simple: that each student master a limited number of centrally important skills and areas of knowledge. Furthermore, students should graduate when they formally exhibit their mastery of the school's program.

These two Coalition principles (mastery learning of central skills and knowledge and mastery exhibitions as indicators of accomplishment) are so closely related that I have combined them here for discussion purposes. Metro's "credit-given-for-credit-earned" system is one variation of what has come to be known as a mastery learning approach. Mastery learning requires students to demonstrate their capability in one area of study before proceeding to the next. It places a premium on student demonstrations of proficiency in order to maximize both motivation and achievement. The findings supporting mastery learning are among the most impressive reported by education research (Bloom 1984). Yet, the inertia of more traditional teaching is so great that few large-scale implementations of mastery approaches have surfaced.

Resistance to change, even highly desirable change, is natural; but acceptance of mastery learning has been stalled by additional obstacles. One of them is the difficulty faculty have on reaching consen-

sus on what they want students to master. Coming to agreement concerning the core knowledge and skills a school will require is a difficult task, so much so that most schools choose to ignore it completely. Even when the issue is confronted, there is a tendency to do so only from the perspective of the content to be covered rather than the intellectual skills and habits to be learned.

Something special that Metro can offer other schools as they try to design and implement mastery curricula is the example of its Prep-to-Grad course. By culminating the curriculum with a course demanding clear demonstration of a core set of competencies, the Metro staff directly attacked the consensus problem that paralyzes so many schools. By formulating the skills they consider to be important enough to warrant measurement at the end of the program, Metro made it substantially easier to decide what to teach during the program. The competencies and demonstration of skills required for the Prep-to-Grad experiences serve as benchmarks guiding student and faculty efforts throughout the curriculum.

The goals of the school should be universal, the same for everyone, while the means to these goals will vary as the students themselves vary.

Metro's teachers support all of their students. They are convinced that each student has untapped potential waiting to be set free. In that regard, the teachers are like track coaches helping runners to set personal best times. Though talents may vary, every runner can set and reset personal best times.

Teachers in too many schools operate more like basketball coaches than like track coaches. Forty students may try out for a basketball team, 28 may get cut, and only seven or eight may see any real consistent playing time. Only a few of the original 40 feel real pride in improved performance. Most come away knowing that they were not good enough to make it. This may be the way to build a good basketball team, but it is a poor model for promoting overall educational achievement.

Since most secondary schools have not articulated a clear set of goals that are meaningful and reasonable for all students, they do not engage in a concerted effort to move everyone in any particular direction. As a result, many students wallow in uncertainty about the meaning and value of school. They accurately perceive that they are engaged in a ritualistic rite of passage, where their time and energy is not engaged in the pursuit of satisfying growth and development. Those who protest too loudly are pegged as deviants and troublemakers, and they tend to exit the system. Many others, however, opt for passive or passive-aggressive behavior and settle into a prolonged war of resistance with their teachers.

Teaching and learning should be personalized to the maximum extent.

By maintaining small classes, Metro promotes effective interpersonal communication and ensures that teachers give substantial attention to all students. Consistent with the benefits of small class size (Glass et al. 1982), this has boosted student achievement, fostered quality instruction, and elevated teacher and student morale.

Metro's teachers also have extensive freedom in choosing teaching materials and strategies. Small class size alone does not guarantee improved instruction. Factors such as mandated curriculum, narrowly defined assessment, and inflexible administrative rules can constrain teachers and inhibit student achievement (Cahen and Filby 1979). To meet individual students' needs, teachers must be free to adapt their instruction.

The governing metaphor of the school should be student-as-worker, rather than the more familiar teacher-as-deliverer-of-instructional-services.

This principle calls for coaching as the predominant instructional strategy. Coaching involves modeling the skills to be learned, eliciting performances of the skills by students, and providing students with feedback on their performances. The performance and feedback phases may need to be repeated several times before final assessment of learn-

er performance. Ideally, feedback is provided until the teacher can certify an acceptable level of proficiency. For mastery learning to work, there must be coaching for all students if they are to reach minimum proficiency levels. And coaching is necessary for students to reach individually prescribed higher achievement targets.

To implement coaching as the school's primary teaching strategy, Metro's faculty have reviewed committee reports, shared readings, discussed the concept in faculty meetings, participated in local workshops, and attended regional and national symposia conducted by the Coalition of Essential Schools. As a result of these experiences over several years, the faculty have come to view teaching as coaching as the norm.

The tone of the school should explicitly and self-consciously stress values of an unanxious expectation ("I won't threaten you but I expect much of you"), of trust (until abused), and of decency (the values of fairness, generosity, and tolerance).

Upon entering Metro, students are informed that they should be involved and productive, physically and mentally prepared to participate in classes, respectful of others, respectful of school property, and responsibly behaved. These expectations are maintained by faculty repeatedly stressing the same messages right through the final graduation ceremony. The ceremony itself is a celebration in which each student's progress is publicly charted and applauded. Clear expectations, ongoing challenges, and a final celebration all can be practiced at other urban schools.

Also, other schools might learn a lesson from Metro about conducting daily business. Metro has a comfortable, informal atmosphere where teachers and students call each other by their first names. Keeping things on a first-name basis helps maintain the collegial atmosphere that has developed between adolescents and their elders. In addition, the teachers show their interest in each student by calling a student's home when the student is absent.

Metro teacher Jack Garry pointed out one subtle, but very important instructional benefit flowing from the social atmosphere that Metro engenders.

> In an environment where kids feel really comfortable, they are willing to admit that they haven't gotten something. They'll slow their teachers down and let them know that they don't understand.

Freedom from the fear of being put down for not grasping something is a precious freedom. The environment in which a student feels comfortable saying "I don't understand" is an environment that fosters questioning and nurtures curiosity.

Finally, Metro offers other schools a symbolic lesson regarding school environment. As with many schools, when you enter Metro's front doors you immediately encounter the "front office." Also, like most schools, the front office is a hub of activity where the secretaries can help you with just about anything. What sets Metro's front office apart is the fact that the principal's office is not there. If you want to find Mary Wilcynski's office, you have to go to Metro's student lounge; her office is right next to the vending machines. The principal resides where the students hang out!

The principal and teachers should perceive themselves as generalists first and specialists second; staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.

At Metro, the administrators are all lead teachers. Teachers and lead teachers are all counselors. And everyone on the staff has a hand in managing the school. The big requirement for making this approach work is time. Metro reserves time on Fridays for the entire faculty to gather. On Fridays, people who are team teaching meet to plan their courses. On Fridays, staff make home visits. Fridays are crucial to making Metro work.

Given time for creative activity, faculty typically respond enthusiastically, working even harder than before. Metro provides us

with some insight into what life is like in a school where the faculty is totally involved. While there is much that is appealing, there is also some danger, especially for younger faculty members with families. Much like dedicated young physicians called to duty, such teachers run the risk of throwing the rest of their lives out of balance by being overly consumed by their work. Other schools should be aware that acceptable ways of cutting back or taking leave may have to be devised in order to protect people from the workaholic side effects of their seductive jobs.

Ultimate administrative and budget targets should include, in addition to total student loads per teacher of 80 or fewer pupils, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per-pupil cost not to exceed that at traditional schools by more than 10%.

Metro's teaching loads approximate the Coalition's goal of 80 students per teacher; and, as already noted, substantial blocks of planning time are reserved on Fridays. Regarding the salary and funding issues, Metro is virtually indistinguishable from the other secondary schools within the Cedar Rapids Community School District.

The Coalition of Essential Schools claims that in order to meet its goals, "administrative plans will inevitably have to show phased reduction or elimination of some services now provided students in traditional 'comprehensive' secondary schools." Metro's success in meeting Coalition goals is an affirmation of this assertion. Metro does not support extensive (and expensive) extracurricular activities; nor does it carry the wide array of specialty shop courses and services found in the conventional comprehensive high school. There is still diversity within the curriculum, but the entire range of course offerings fits on a 17" x 11" sheet of paper rather than in the type of lengthy catalogue often found at other high schools. Metro stands as a testament to the Coalition's rallying cry that "less is more."

35

Final Thoughts

Our urban communities are plagued by serious social and economic conditions that render their schooling problems highly resistant to easy solutions. Yet, the Coalition of Essential Schools is guided by its faith in the ability of these schools to creatively redesign themselves. The Coalition assumes that the planning processes within schools (whether urban, rural, or suburban) can be organized so that faculty and administrators constructively collaborate on design efforts leading to new and higher levels of student accomplishment. The Coalition's nine common principles offer a framework to help schools initiate and maintain this sort of ongoing design process.

Metro is one vivid illustration of how such a process can be operationalized within a secondary school facing very trying conditions. Metro does not stand alone, because several of the Coalition's other urban schools offer additional illustrations of remarkable success. Together, these schools show that incredible obstacles can be overcome when faculty focus on clear purposes and when they are free to develop programs to address their students' needs.

Arranging the circumstances for unleashing these creative powers is a daunting task. However, as more successful models surface, it is increasingly clear that the necessary conditions can be engineered. In spite of their current problems, there is sound reason to believe that our urban schools can improve dramatically.

References

Bloom, B.S. "The Two-Sigma-Problem: The Search for Methods of Instruction as Effective as One-to-One Tutoring." *Educational Researcher* 13 (July 1984): 4-15.

Coalition of Essential Schools. *Prospectus.* 1985

Coalition of Essential Schools. Personal Communication, May 1991.

Cahen, L.S., and Filby, N.N. "The Class Size/Achievement Issue: New Evidence and a Research Plan." *Phi Delta Kappan* (March 1979): 492-95, 538.

Glass, G.V.; Cahen, L.S.; Smith, M.L.; and Filby, N.K. *School Class Size.* Beverly Hills: Sage, 1982.

Horace. "The Coalition at a Glance." (January 1988): 3.

Horace. "Essential School's Performance: Some Preliminary Figures." (November 1989): 6.

Maeroff, G.I. "Withered Hopes, Stillborn Dreams: The Dismal Panorama of Urban Schools." *Phi Delta Kappan* 69 (May 1988): 633-38.

McGee, M. "A Comparison of Attitudes Toward School Between Alternative and Conventional School Students." Doctoral dissertation, University of Iowa, 1982.

"Metro High School" (School Brochure), 1988.

Metro Secondary School: A Research Report 1974-1982.

Metro Secondary School Improvement Plan 1984-1985.

Powell, A.G.; Farrar, E.; and Cohen, D.K. *The Shopping Mall High School.* Boston: Houghton Mifflin, 1985.

Sizer, T.R. *Horace's Compromise: The Dilemma of the American High School.* Boston: Houghton Mifflin, 1984.

PDK Fastback Series Titles

147. Nutrition and Learning
149. Teaching with Newspapers: The Living Curriculum
151. Bibliotherapy: The Right Book at the Right Time
153. Questions and Answers on Moral Education
154. Mastery Learning
159. Education for Cultural Pluralism: Global Roots Slow
167. Basic Education: A Historical Perspective
169. Teaching the Learning Disabled
170. Safety Education in the Elementary School
171. Education in Contemporary Japan
172. The School's Role in the Prevention of Child Abuse
175. Time Management for Educators
176. Educating Verbally Gifted Youth
180. Supervision Made Simple
182. School Public Relations: Communicating to the Community
183. Economic Education Across the Curriculum
186. Legal Issues in Education of the Handicapped
187. Mainstreaming in the Secondary School: The Role of the Regular Teacher
188. Tuition Tax Credits: Fact and Fiction
189. Challenging the Gifted and Talented Through Mentor-Assisted Enrichment Projects
191. What You Should Know About Teaching and Learning Styles
192. Library Research Strategies for Educators
193. The Teaching of Writing in Our Schools
194. Teaching and the Art of Questioning
197. Effective Programs for the Marginal High School Student
199. What Should We Be Teaching in the Social Studies?
201. Master Teachers
203. Pros and Cons of Merit Pay
205. The Case for the All-Day Kindergarten
206. Philosophy for Children: An Approach to Critical Thinking
207. Television and Children
208. Using Television in the Curriculum
209. Writing to Learn Across the Curriculum
210. Education Vouchers
213. The School's Role in Educating Severely Handicapped Students
214. Teacher Career Stages: Implications for Staff Development
216. Education in Healthy Lifestyles: Curriculum Implications
217. Adolescent Alcohol Abuse
218. Homework—And Why
219. America's Changing Families: A Guide for Educators
220. Teaching Mildly Retarded Children in the Regular Classroom
221. Changing Behavior: A Practical Guide for Teachers and Parents
222. Issues and Innovations in Foreign Language Education
224. Teaching About Religion in the Public Schools
225. Promoting Voluntary Reading in School and Home
226. How to Start a School/Business Partnership
227. Bilingual Education Policy: An International Perspective
228. Planning for Study Abroad
230. Improving Home-School Communications
231. Community Service Projects: Citizenship in Action
232. Outdoor Education: Beyond the Classroom Walls
233. What Educators Should Know About Copyright
234. Teenage Suicide: What Can the Schools Do?
235. Legal Basics for Teachers
236. A Model for Teaching Thinking Skills: The Inclusion Process
237. The Induction of New Teachers
239. Recruiting Superior Teachers: The Interview Process
240. Teaching and Teacher Education: Implementing Reform
241. Learning Through Laughter: Humor in the Classroom
242. High School Dropouts: Causes, Consequences and Cure
243. Community Education: Processes and Programs
244. Teaching the Process of Thinking, K-12
245. Dealing with Abnormal Behavior in the Classroom
246. Teaching Science as Inquiry
247. Mentor Teachers: The California Model
248. Using Microcomputers in School Administration
249. Missing and Abducted Children: The School's Role in Prevention
250. A Model for Effective School Discipline
251. Teaching Reading in the Secondary School
252. Educational Reform: The Forgotten Half
253. Voluntary Religious Activities in Public Schools: Policy Guidelines
254. Teaching Writing with the Microcomputer
255. How Should Teachers Be Educated? An Assessment of Three Reform Reports
256. A Model for Teaching Writing: Process and Product
257. Preschool Programs for Handicapped Children
258. Serving Adolescents' Reading Interests Throug Young Adult Literature

(Continued on inside back cover)

BEST COPY AVAILABLE

Fastback Titles (Continued from back cover)

259. The Year-Round School: Where Learning Never Stops
260. Using Educational Research in the Classroom
261. Microcomputers and the Classroom Teacher
262. Writing for Professional Publication
263. Adopt a School—Adopt a Business
264. Teenage Parenthood: The School's Response
265. AIDS Education: Curriculum and Health Policy
266. Dialogue Journals: Writing as Conversation
267. Preparing Teachers for Urban Schools
268. Education: By Invitation Only
269. Mission Possible: Innovations in the Bronx Schools
270. A Primer on Music for Non-Musician Educators
271. Extraordinary Educators: Lessons in Leadership
272. Religion and the Schools: Significant Court Decisions in the 1980s
273. The High-Performing Educational Manager
274. Student Press and the *Hazelwood* Decision
275. Improving the Textbook Selection Process
276. Effective Schools Research: Practice and Promise
277. Improving Teaching Through Coaching
278. How Children Learn a Second Language
279. Eliminating Procrastination Without Putting It Off
280. Early Childhood Education: What Research Tells Us
281. Personalizing Staff Development: The Career Lattice Model
282. The Elementary School Publishing Center
283. The Case for Public Schools of Choice
284. Concurrent Enrollment Programs: College Credit for High School Students
285. Educators' Consumer Guide to Private Tutoring Services
286. Peer Supervision: A Way of Professionalizing Teaching
287. Differentiated Career Opportunities for Teachers
288. Controversial Issues in Schools: Dealing with the Inevitable
289. Interactive Television: Progress and Potential
290. Recruiting Minorities into Teaching
291. Preparing Students for Taking Tests
292. Creating a Learning Climate for the Early Childhood Years
293. Career Beginnings: Helping Disadvantaged Youth Achieve Their Potential
294. Interactive Videodisc and the Teaching-Learning Process
295. Using Microcomputers with Gifted Students
296. Using Microcomputers for Teaching Reading in the Middle School
297. Using Microcomputers for Teaching Science
298. Student Privacy in the Classroom
299. Cooperative Learning
300. The Case for School-Based Health Clinics
301. Whole Brain Education
302. Public Schools as Public Forums: Use of Schools by Non-School Publics
303. Developing Children's Creative Thinking Through the Arts
304. Meeting the Needs of Transient Students
305. Student Obesity: What Can the Schools Do?
306. Dealing with Death: A Strategy for Tragedy
307. Whole Language = Whole Learning
308. Effective Programs for At-Risk Adolescents
309. A Decalogue for Teaching Mathematics
310. Successful Strategies for Marketing School Levies
311. Preparing Better Teacher-Made Tests: A Practical Guide
312. Planning and Conducting Better School Ceremonies
313. Educating Homeless Children: Issues and Answers
314. Strategies for Developing Children's Listening Skills
315. Strategies for Involving Parents in Their Children's Education
316. Using Electronic Mail in an Educational Setting
317. Students and the Law
318. Community Colleges in the 1990s
319. Developing an Effective Teacher Mentor Program
320. Raising Career Aspirations of Hispanic Girls
321. Street Gangs and the Schools: A Blueprint for Intervention
322. Restructuring Through School Redesign
323. Restructuring an Urban High School
324. Initiating Restructuring at the School Site
325. Restructuring Teacher Education
326. Restructuring Education Through Technology
327. Restructuring Personnel Selection: The Assessment Center Method
328. Restructuring Beginning Reading with the Reading Recovery Approach
329. Restructuring Early Childhood Education

Single copies of fastbacks are 90¢ (75¢ to Phi Delta Kappa members). Write to Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789, **for quantity discounts for any title or combination of titles.**